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much to do with the establishment of the graded schools in Burlington, Graham and Haw River.

In spite of his eighty-three years, packed full of devoted service to his church and state, Dr. Long is still very active, and takes a lively interest in educational and public matters. He has been teaching in the public schools of Orange County for several years, last year serving as principal of a two-teacher school four miles from Chapel Hill near the Chatham County line. He is a regular attendant at the monthly teachers' meetings of Orange County and his advice is often sought by the school authorities. He is greatly beloved not only in Chapel Hill but throughout the state where he is widely known. He is modest and has never pressed claim for public confidence and favor but has enjoyed and still enjoys a large share of both. As pioneer in public education Dr. Calvin H. Wiley had in him a staunch supporter at a time when the public school idea in North Carolina was making a hard fight for the place which it deserved. His long service as teacher and school administrator has given him a first-hand knowledge of educational conditions in North Carolina which few people possess. His reminiscences of early school practices are full of valuable information concerning the early educational life in his native state.

### THE SPANISH COLUMN\*

Conducted By DR. S. E. LEAVITT

#### Language Change†

WHAT FOLLOWS is not intended as a complete discussion; it merely indicates some of the more significant and obvious facts of language change.

We have all heard baseball's cry of approval: "Atta boy!" the short cut for "That's the boy!" Similarly, *old* sounds as 'ol in "old boy;" *olt* in "old timer;" "pass your plate" becomes "pasherplate;" "did you" metamorphoses to "didju;" "last year" sounds as "lascheer;" "literature" develops into "literachur."

These forms look strange—we deny that we say them; but when we speak on, currently and negligently, they are the forms we use. They have found their way only into "dialect" writing; and accustomed as we are to conventional forms of spelling only, we disavow them. But they exist nevertheless.

Language is in a constant process of change. Our accent, many of the words we use, our intonation, are

\* Two errors, for which the Editor of the JOURNAL is alone responsible, crept into the Spanish Column for October. First, Dr. Shapiro was credited with conducting the "Column," whereas he should have been credited only with the authorship of the article which appeared therein. The Editor of the Spanish Column is Dr. S. E. Leavitt. The second error was one of omission: it should have been announced that Dr. Shapiro's article would be continued in our November issue. The Editor regrets the errors, and takes this occasion to make amends for them.—N. W. W.

† Continuation of article appearing in October number.

not the same as those of our parents. From generation to generation we are transforming our spoken language. The written language, however, is slower to follow the changes—it is conservative; and with the aid of the schools, it tends to check the forces breaking down language. When schools were not common—as during the period of the barbaric invasions of the Roman Empire—such change was quickened. In countries and periods like ours, with schools fairly common and efficient, language change is comparatively slow. Now, this change, the transformation of forms, is caused by the tendency of speakers to abbreviate expression. Why say "That is the boy" when we can say "Atta boy" more briefly and just as intelligibly? or "He is not" when we can say "Isn't he"? or "Shall he not" when we can say the shorter "Sha'n't he" and be just as well understood. In general, then, language shortens speech in so far as it can be shortened and still remain intelligible.<sup>1</sup>

Various other influences are operative in changing language. Sounds—the spoken equivalent of written letters—are produced in the mouth, chiefly. The mouth is a sounding box; and by means of variations in size and shape (brought about by the movement of the tongue and lips) it produces different sounds. These sounds we represent, imperfectly enough, by the alphabet. Now when, in speaking, we pass from one sound to another, that is, to express it in mechanical terms, from one size and shape of the mouth to another, we unconsciously produce a transition sound. Thus, in pronouncing "sense," we actually say "cents," a *t* being produced in the passage from *n* to *s*. In Spanish, this principle explains the *d* in the contracted futures of *vendré pondré*, and others, from *ven[i]ré*, *pon[e]ré*. Sometimes, too, we are led to mispronounce a word under the influence of some more familiar or simple one. *Asparagus* becomes *sparrowgrass*; *carton* becomes *cartoon*; and suite (sweet) of furniture becomes a *suit* (soot) of furniture. New generations, children, migrations of masses of people, produce and perpetuate changes.

Thus, from generation to generation, our language changes; we try to economize time; incidental sounds develop; chance similarities are incorporated; children, various localities with their peculiarities, immigration, have varying influence. As a result, our conventional spelling, every fifty or hundred years, tries to adjust itself. The language is different, has changed.

Now, exactly this happened to Latin. Latin, once the language of Italy, Spain, Portugal, Gaul, Britain, Helvetia, much of the region northeast of Greece

<sup>1</sup> Abbreviations are the same thing in writing—conventional short-cuts. We all know what Mr., M.D., P.D.Q., Q.E.D., R.S.V.P. mean, and we usually employ them to save time.

(modern Roumania), and some of northern Africa as well as the Mediterranean islands, was modified in successive generations until, somewhere between the sixth and tenth centuries of our era, we can recognize at various points the emerging outlines of Italian, Spanish, Portuguese, French, Roumanian, and lesser language manifestations. To know these languages, or more specifically for us, to know Spanish, is to begin with Latin.

#### Phonology

A FEW EXAMPLES will make clearer how regularly the development from Latin into Spanish sounds worked (Phonology). An original Latin short *ê* or *ô* under the accent became lengthener to a diphthong and finally evolved into *ie* or *ue* respectively. Latin *pôrtus*, harbor, pass, became *puerto* (*Puerto Rico*.) Latin *bêne*, well, became *bien*.

But if the *e* or *o* did not come under the accent, or if the *e* or *o* were long, they did not change.

*Portorriquêno*, *Portorican* (the accent here is not on the *o* of original *portus*).

Latin *erratus*, past participle of *errare*, to wander, became *errado*. All the above changes are exhibited in the radical-changing verbs today.

Latin *se*, himself, became *se*.

Latin *formosus*, beautiful, became *hermoso*.

Before every word beginning with an *s* plus a consonant, a vowel came to be pronounced, for the Spaniard has always found it hard to pronounce such a combination without the vowel.

Latin *stare*, to stand, became *estar* (to be).

Latin *scriptum*, written, became *escrito*.

*Hispania*, the Latin name for Spain, when the *h* was dropped in sound (note that in modern Spanish the *h*, though written, is not pronounced), was confused with words without the original *e* before *s* plus consonant. The modern form is *España*.

*b* and *v* (developed from Latin *p*, *b*, or *v*) came to be identical in sound. The spelling often preserved the Latin original.

Latin *ripa*, bank (of a river), became *riba*.

Latin *bene*, well, became *bien*.

Latin *venire*, to come, became *venir*.

#### Morphology

THE REGULAR development of sounds was often arrested or modified by syntactical forces (Morphology). This is very well evidenced in the form of pronouns.

Latin *ille*, that (one), gave both subjects and object pronouns of the third person. *Ille*, however, was used emphatically, as a subject pronoun (for, without stress,

emphasis, on the subject, no pronoun need have been used, as the ending of a verb was sufficient to indicate person and number); and unstressed, unemphatically, as object. Hence we have the two different developments.

Subject Pronouns	Object Pronouns	Latin Forms
él, he	le, lo, him	illum
ella, she	le, la, her	illam
ellos, they (masc.)	los; les, them, to	illos
ellas, they (fem.)	them	illas
	las; les, them, to	
	them	

Interesting are the forms *conmigo*, *contigo*, *consigo* . . . Latin *mecum*, *tecum*, *secum*, developed in medieval Spanish into *migo*, *tigo*, *sigo*. Eventually the origin of these forms was not recognized, and *con* was prefixed, giving *conmigo*, *contigo*, *consigo*. In old Spanish, such forms as *convusco* (from *con vobiscum*) are found, but have not survived in modern Spanish.

In the verb, also, special changes occurred, among the most striking of which are the formation of the passive, and the formation of the perfect and future tenses.

In the passive, Latin had the so-called synthetic forms, as *amor*, *I am loved*. In Spanish, the passive became analytic, *amatus sum* (sometimes *sto* was used), giving in Spanish *amado soy* (*estoy* with certain verbs under some conditions).

For the classis Latin synthetic *amabo*, *I shall love*, and *amavi*, *I have loved*, the development was *amare habeo*, *I have to love* (cf. "I have something to do tomorrow")=I shall love, and *habeo amatus*, *I have loved*. These have given the modern Spanish *amaré* and *he amado*.

With the entire system of phonological and morphological changes and the shift of meaning of many words we have not space to deal. But enough, it is hoped, has been given to indicate the interest and value of the subject to the teacher and the importance of Latin for the student of Spanish.

#### Personal Items

PROFESSOR Fred K. Fleagle, of Davidson College, spent the summer at the University of Michigan doing special work there in education and Spanish. His chief work in Spanish was along the line of Latin American History and Literature, the work being done under the direction of Prof. Julio del Toro. In addition to this he took work in General Linguistics, with special reference to the problems of teaching romance languages. In one of the courses in education he worked upon a Progress Test in Spanish, with the intention of obtaining the norm for the first and second

year high school classes in North Carolina during the coming year. Anyone interested in this test can obtain detailed information by writing Prof. Fleagle at Davidson College.

Mr. Augustin V. Goldiere has joined the faculty of Davidson College as Assistant Professor of Spanish. Mr. Goldiere is a graduate of Dartmouth College, with two years graduate work at Yale. He is especially well grounded in the Romance Languages, and is making a decided success of his work at Davidson.

Miss Anna B. West, of Queens College, pursued a six weeks course this summer at the University of Pennsylvania, where she studied with Prof. J. P. W. Crawford, acting head of the department in the absence of Prof. Rennert. Of the courses offered two seemed most helpful:—The Teaching of Spanish, and Spanish Romanticism. The first comprised a review of methods, criticism of text-books, historical grammar, phonetics and a history of the teaching of modern languages. The second course proved to be very practical also as types of the literature of this period are constantly being used as texts in our schools.

Mrs. L. M. Wenhold, of Salem Academy, attended the Spanish School at Middlebury, Vermont. A detailed account of her experiences there appears as a special article in this number of the JOURNAL.

Recent additions to the Spanish staff at the University of North Carolina are Dr. Albert A. Shapiro, Assistant Professor of Spanish, Mr. Frederick J. Hurley and Mr. Thomas M. McKnight, Instructors in Spanish. Dr. Shapiro is conducting the courses in Old Spanish and has in preparation a Spanish Grammar which will be published next year. Mr. Hurley spent the summer studying in France and Spain, and Mr. McKnight is returning from a six months stay in South America. Professor Herman Staab has returned to the department after a year's study abroad.

Professor Leavitt was in Spain during the summer and is now publishing a series of bibliographies of Spanish American Literature, some of which have already appeared in *Hispania*, the *Hispanic American Historical Review* and the *Romanic Review*.

Mr. O. W. Wilson has been added to the staff of the Modern Language Department of North Carolina State College, taking the place of Mr. P. H. Wilson. Mr. O. W. Wilson is a graduate of Wake Forest and has had two years experience abroad.

The most precious resource of any community is its fund of human energy. If that resource is wasted the community will be impoverished. If it is saved, the community will be enriched.—*Carver's, Essays and Social Justice*.

## THE ENGLISH TEACHERS COLUMN

[Conducted under the Auspices of the North Carolina Council of English Teachers by Miss Eleanor Stratton, Head of the Department of English in the Asheville High School.]

### They Have Ideals in Colorado

A COMMITTEE of the North Carolina Council of English Teachers is making an investigation of conditions governing the teaching of English in this state. It is likely that before long you will receive a questionnaire asking definite questions about conditions in your school. The Council hopes that you will give this questionnaire every attention to the end that this committee may make a careful survey of conditions here and draw up some definite suggestions which may lead to an improvement of the situation in North Carolina.

Below is printed a list of practical plans which teachers of English in Colorado have prepared. Should you welcome the ideas implied here, sit down and write to Mr. Howell, at Chapel Hill, who will be pleased to have concrete information from every teacher of English in the state. At the next Council meeting in March this committee will bring in its findings with the hope that such an investigation as it is conducting may lead to less cumbersome facilities here in the state.

### PLATFORM FOR ENGLISH TEACHERS

Adopted unanimously by the English sections of the Eastern and the Southern divisions of the Colorado Education Association, and approved by the State Superintendent of Public Instruction.)

#### RESOLVED:

- I. That each accredited high school have at least one room especially equipped for the teaching of English.
  1. The minimum equipment should include:
    - a. An unabridged dictionary.
    - b. A literary map of England.
    - c. Several histories of English and American literature.
    - d. A fairly complete collection of the works of such English and American authors as are best fitted for high school pupils.
    - e. A good history of England.
    - f. A handbook of mythology.
    - g. Such office room as will provide a reasonable degree of privacy for English conferences.
  2. The following equipment is recommended:
    - a. A Victrola and records useful for the study of literature.
    - b. A well-equipped stage for the production of plays.
    - c. Illustrative pictures, busts, etc.
    - d. Periodicals such as the *Literary Digest*, *Outlook*, *Drama*, *English Journal*, etc.
- II. That no high school teacher of English have charge of more than one hundred pupils, or have in a six-period day, more than four periods of teaching, with a fifth period for consultation.